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ABSTRACT

This module on assessing the job market and employment trends is one of a set of four providing an introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) determining the job market; (2) identification of the need for selected occupations; (3) listing of job requirements of selected occupations; (4) determining the supply and demand of selected occupations; and (5) using a private or public agency to verify job market needs and trends. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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ED163254

Common Core Curriculum
for Vocational Education

A-4

ASSESSING THE JOB MARKET AND EMPLOYMENT TRENDS

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Category A:

INTRODUCTION TO VOCATIONAL EDUCATION

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1978

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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ASSESSING THE JOB MARKET AND EMPLOYMENT TRENDS

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a teacher of vocational education subjects will be able to:

(1) Analyze the job market and use the data collected to state the employment trends.

(2) Apply the information to the local job market for selected occupations in the area of her/his specialty (agriculture, business, home economics, or industrial education).

Module Overview

The following quotation came from J. D. Hodgson, former Secretary of Labor, as part of a letter of transmittal in the booklet entitled U.S. Manpower In The 1970's:

> "This nation does not preplan the future of its working citizens.
>
> "The manpower future is shaped by tens of millions of individual decisions on the part of employers, students, workers, union officials, educators, and government officials."

So that vocational educators can help shape the manpower that the former Secretary of Labor was referring to, this module was prepared; it is designed to prepare you to assess the job market and employment trends in our nation.

For vocational educators, this shaping of manpower takes place primarily through the education that is made available to students. What kinds of vocational education should students have? Obviously, it must be the kind that will help students find jobs upon the completion of their training.

To know what jobs are available to qualified trainees, the teacher of vocational education subjects needs to have an understanding of the job market. In addition, the teacher needs to know what the employment trends

are for the future for various training areas, where to locate the information needed, and how to analyze employment data.

The lessons in this module will help the teacher gain the necessary skills in researching the job market and employment trends.

(1) Determining the Job Market

(2) Identification of the Need for Selected Occupations

(3) Listing of Job Requirements of Selected Occupations

(4) Determining the Supply and Demand of Selected Occupations

(5) Using a Private or Public Agency to Verify Job Market Needs and Trends

Resource Materials for Completing the Activities in this Module

Career Ladders and Lattices in Home Economics and Related Areas. Washington, D. C.: American Home Economics Association, 1971.

Education News Service Division. Manpower and Vocational Education Weekly. Washington, D. C.: Capitol Publications.

Goldstein, Harold. "America's Manpower Needs for the Seventies--Clues to the Tasks Ahead for Vocational Education." Washington, D. C.: American Vocational Journal. Vol. 46, No. 4 (April 1971) 18-25.

Hoppock, Robert. Occupational Information. (3rd ed.). New York: McGraw-Hill Book Company, 1967.

Manpower Report of the President. Washington, D. C.: U. S. Government Printing Office. (Use report of the most current year.)

State of California, Employment Development Department. California Manpower. Sacramento, California: 1975-80.

U. S. Department of Labor, Bureau of Employment Security. Dictionary of Occupational Titles. Volume I, Definitions of Titles. Washington, D. C.: U. S. Government Printing Office. (Latest edition.)

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D. C.: U. S. Government Printing Office. (Latest edition.)

U. S. Department of Labor, Bureau of Census. U. S. Census 1970. Washington, D. C.: U. S. Government Printing Office.

Local Agencies: labor unions
Chamber of Commerce
Employment Development Department
private employment agencies

ASSESSING THE JOB MARKET AND EMPLOYMENT TRENDS

Lesson One: Determining The Job Market

Objective

By satisfactorily completing the activities in this lesson, the student preparing to become a teacher of vocational education subjects will be able to demonstrate her/his ability to analyze the job market by listing sources for determining the job market on local and national scopes and by gathering evidence about the job market for a specific occupation.

Overview

The major purpose of vocational education is to prepare a person for getting a job. However, even the very best vocational education preparation is useless if there is no market for the job the individual has prepared for. Therefore, the teacher preparing the individual for a job needs to have information on job market opportunities.

Where does a teacher begin looking for information which would be of value in assessing the local and national job market? The activities in this lesson are designed to help answer that question.

Suggested Activities

(1) Read Chapter 4, "Sources of Occupational Information," in Occupational Information, Third Edition, (1967) by Robert Hoppock. List three original sources of occupational information, and three publications which are major references for occupational information with Occupational Information by Robert Hoppock as a reference.

(2) List sources which may be used to determine the job market on a national level (list two); on a local level (list two) with Occupational Information by Robert Hoppock as a reference.

(3) Select an occupation in your area of specialty (agriculture, business, home economics, or industrial education) and secure the following information about that occupation (cite the sources used as references for each):

   a. The D.O.T. number for the selected occupation.

   b. A short description of what kind of work the selected occupation entails.

   c. A statement indicating how many people are employed in that occupation nationally and locally.

Suggested Resources

Dictionary of Occupational Titles, Latest edition, Volume I, Definitions of Titles. Washington, D. C.: Government Printing Office.

Education News Service Division. Manpower and Vocational Education Weekly. Washington, D. C.: Capitol Publications.

Hoppock, Robert. Occupational Information. Third Edition. New York: McGraw-Hill Book Company, 1967, 27-43.

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D. C.: U. S. Government Printing Office. (Use latest edition.)

Upon successful completion of assigned activities, proceed to Lesson 2.

ASSESSING THE JOB MARKET AND EMPLOYMENT TRENDS

Lesson Two: Identification Of The Need For Selected Occupations

Objective

Upon the satisfactory completion of the activities in this lesson, the student preparing to become a teacher of vocational education subjects will be able to identify orally and in writing the current needs for selected occupations in her/his area of specialty on a local and national level.

Overview

After an individual has identified sources which can be used in defining the job market for particular occupations on a local and national level, then more information can be obtained about particular occupations through further investigations. For example, once an individual has learned that the Dictionary of Occupational Titles and the local Chamber of Commerce are both examples of sources for determining the job market, an interpretation can be made which can be used with these sources to identify the local and national needs for selected occupations.

The needs for selected occupations for the purpose of this lesson are interpreted as being those of the present day. Such a study includes the needs on a local as well as a national level. The needs entail the numbers of people necessary to fill the jobs available for that occupation; the determination of whether the jobs are part-time or full-time; whether they are seasonal; and whether the supply of workers for that selected job is sufficient to meet the demand.

This lesson is designed to help a person preparing to become a vocational education teacher use sources of information in determining the needs of selected occupations.

Suggested Activities

In performing the assigned activities in this lesson, the student is to select an occupation from her/his specialty and use that selected occupation repeatedly in all the tasks of this lesson.

(1) Using the Occupational Outlook Handbook, record and be prepared to present orally a description of the places of employment for your selected occupation. Also include such information as the following:

a. What portion of the employees work part-time? full-time?

b. Is the work performed primarily by men or women?

c. Is the demand for such work decreasing, increasing, or remaining stable?

d. What numbers of workers are employed in this occupation locally? nationally?

e. What percentage of the total work force does this occupation represent?

(2) Using the latest information from the Bureau of Labor Statistics, U. S. Census, verify the information obtained in the Occupational Outlook Handbook and be prepared to report on it orally.

(3) Using a local agency (such as the Chamber of Commerce, Employment Development Department, a private employment office, or a labor union), inquire about the needs of your selected occupation on the local level and be prepared to tell about those needs.

(4) Optional Activity: Interview a person who is employed in your selected occupation and be prepared to present orally that person's impression of the local and national need for that occupation; whether the demand for such work is decreasing, increasing, or remaining stable; whether the person's responses are based on objective or subjective evidence, or both; and whether that person's job is helping to fill a need of the community and nation.

Suggested Resources

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D. C.: U. S. Government Printing Office. (Latest edition.)

U. S. Department of Labor, Bureau of Labor Statistics. U. S. Census. Washington, D. C.: U. S. Government Printing Office. (Latest edition.)

Local Agencies: labor unions
Chamber of Commerce
Employment Development Department
private employment agencies

Upon successful completion of assigned activities, proceed to Lesson 3.

ASSESSING THE JOB MARKET AND EMPLOYMENT TRENDS

Lesson Three: Listing Of Job Requirements Of Selected Occupations

Objective

By satisfactorily completing the activities in this lesson, the student preparing to become a teacher of vocational education subjects will be able to list the job requirements for selected occupations in her/his area of specialty for the job entry level of employment.

Overview

A question often asked a vocational educator is: "What do I have to do to get a job?" That question implies a request for information regarding the kind of training necessary and to what degree the training must be developed. For a vocational educator to answer that question, it is necessary to know the requirements which employers believe are minimum qualifications for securing the job in question. Vocational educators cannot know all the requirements for all jobs, but they should be very familiar with a selected few and also know where information about others can be found.

The purpose of this lesson is to have the person preparing to become a vocational education teacher select an occupational area for which she/he is able to list the requirements for several jobs and strive to become knowledgeable about those job requirements. In addition, the prospective teacher should know where to find additional information about other jobs with which he is not so familiar.

Suggested Activities

In performing the assigned activities in this lesson, the learner is to select an occupation from her/his specialty and use that selected occupation repeatedly in all the tasks of this lesson.

(1) Read Chapter 5, "Appraising Occupational Literature," in Occupational Information, Third Edition (1967), by Robert Hoppock.

(2) Using the Occupational Outlook Handbook, list three jobs in a related occupational area. For each of the jobs record the following information:

a. The DOT number for each job.

b. The "Training, Other Qualifications, and Advancement" required for each job.

c. The "Earnings and Working Conditions" for each job.

(3) Using a private or public employment agency, collect at least one pamphlet which advertises and describes a vacancy in one of the jobs in your selected occupational area.

(4) Refer to Appendix A in Occupational Information, Third Edition (1967), by Robert Hoppock. Note the listing of the principal publishers of occupational pamphlets. By using the sources listed in Appendix A, or by using some other source at your disposal, collect a sample of a pamphlet which contains information concerning job requirements for one of the jobs of your selected occupational area.

(5) Using the materials collected for the above activities, write the minimum entry-level qualifications for four jobs in your area of interest.

Suggested Resources

American Home Economics Association. Career Ladders and Lattices in Home Economics and Related Areas. Washington, D. C. 1971.

Hoppock, Robert. Occupational Information. (3rd ed.). New York: McGraw-Hill Book Company, 1967, 44-56 and 401-402.

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D. C.: U. S. Government Printing Office. (Use latest edition.)

Upon successful completion of assigned activities, proceed to Lesson 4.

ASSESSING THE JOB MARKET AND EMPLOYMENT TRENDS

Lesson Four: Determining The Supply And Demand Of Selected Occupations

Objective

Upon satisfactorily completing the activities in this lesson, the student preparing to become a teacher of vocational education subjects will be able to state in writing or present orally the outlook (trend) for the supply and demand of selected occupations in her/his area of specialty for the present and immediate future.

Overview

Much of the vocational education offered in secondary schools, adult schools, and community colleges is designed to help a person find an entry-level job. Trying to secure employment in a job that has an oversupply of workers is not only discouraging--it is almost impossible. Therefore, it is important for a vocational education teacher to know what the supply and demand is for various occupations so that those students who are trained for specific jobs will have an opportunity to find employment.

In addition, it is important to know what the predicted supply and demand is for selected occupations so that the trained students will know how to plan for the future. Counseling and direction on the supply and demand for selected occupations would be helpful to a worker planning his training and retraining requirements.

In this lesson, a person preparing to become a vocational education teacher will be asked to assess the supply and demand of selected occupations.

Suggested Activities

(1) Read the section on "Tomorrow's Jobs" in the Occupational Outlook Handbook. (Latest available edition.)

(2) Using the latest publication on the Manpower Report of the President, find and read the section which deals with "Labor Force Developments and Persons Outside the Labor Force."

(3) Using the publication, California Manpower 1975-1980, determine what the job outlook and opportunities are for selected occupations in your area of specialty.

(4) By using the information gained from the readings in Activities 1, 2, and 3, be prepared to discuss orally with your instructor and/or other members of your class the following:

a. The supply and demand at the present time of selected occupations in your area of specialty on a national level.

b. The supply and demand at the present time of selected occupations in your area of specialty on a state level.

c. The predicted supply and demand for the next 5-10 years of selected occupations in your area of specialty on both a state and national level.

Suggested Resources

Education News Service Division. Manpower and Vocational Education Weekly. Washington, D. C.: Capitol Publications.

Manpower Report of the President. Washington, D. C.: U. S. Government Printing Office. (Use the report of the most current year.)

State of California, Employment Development Department. California Manpower 1975-80. Sacramento, California.

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, D. C.: U. S. Government Printing Office. (Latest edition.)

Upon successful completion of assigned activities, proceed to Lesson 5.

ASSESSING THE JOB MARKET AND EMPLOYMENT TRENDS

Lesson Five: Using A Private Or Public Agency To Verify Job Market Needs And Trends

Objective

Upon satisfactorily completing the activities in this lesson, the student preparing to become a teacher of vocational subjects will interact with an agency of her/his choice to verify her/his findings of what the job market and trends are for selected occupations in the area of her/his specialty.

Overview

Statistics about employment and job market needs from the U. S. Bureau of Labor Statistics, the Manpower Report of the President, or a state publication are very informative. However, those statistics carry more validity and are even more informative when they have been interpreted by someone who is connected with the agency from which the reports originated.

A vocational education teacher is not always able to interact first-hand with federal agencies, but she/he does have the benefit of the services provided by the American Vocational Association. The American Vocational Journal, published monthly by the American Vocational Association, often carries feature articles on manpower trends. An excellent article of this sort appeared in the April, 1971, issue of the American Vocational Journal; it is entitled "America's Manpower Needs for the Seventies--Clues to the Tasks Ahead for Vocational Education." It was written by Harold Goldstein, the Assistant Commissioner of Manpower and Employment Statistics in the Bureau of Labor Statistics, U. S. Department of Labor.

In addition, the American Vocational Association often holds national and regional meetings where speakers from the U. S. Department of Labor might be heard, thus providing first-hand interaction with representatives from federal agencies.

A vocational education teacher probably has more opportunity to interact with local and state agencies than with federal agencies. Both private and public agencies are willing to talk to vocational education teachers, to speak to groups at professional association meetings, and to visit with students in the classroom. The vocational education teacher who can attest to having had some kind of interaction with a private or public employment agency will tend to register a high degree of credibility with parents, school administrators and students.

This lesson is designed to develop some degree of experience in interacting with a private or public agency on the part of the person preparing to become a vocational education teacher.

Suggested Activities

(1) Read "America's Manpower Needs for the Seventies--Clues to the Tasks Ahead for Vocational Education," by Harold Goldstein in the American Vocational Journal (April 1971), pp. 18-25.

(2) Select a private or public agency which is associated with employment and arrange a time when you can talk to a representative of the selected agency about the manpower needs described by Harold Goldstein in his article in the American Vocational Journal (April 1971).

Selected agencies may include private employment agencies, public employment agencies, Chambers of Commerce, labor unions, professional associations, school placement offices, or federal agencies.

Type a 1-2 page summary of your interaction and/or present an oral report to your instructor and other class members.

Suggested Resources

Goldstein, Harold. "America's Manpower Needs for the Seventies--Clues to the Tasks Ahead for Vocational Education." American Vocational Journal. Vol. 46, No. 4, April, 1971, 18-25.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

ASSESSING THE JOB MARKET AND EMPLOYMENT TRENDS

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student:	This pre/posttest is designed to assess your knowledge of the assessment process in determining job markets and in recognizing employment trends. Since this module is an individualized and competency based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. List three original sources for securing occupational information, and describe the type of information available from these sources.

   a.

   b.

   c.

2. List three publications which are major references for finding occupational information and describe the type of information available in each reference.

   a.

   b.

   c.

3. List two sources which may be used to determine the job market on a national level.

   a.

   b.

4. List two sources which may be used to determine the job market on a local level.

   a.

   b.

Pre/posttest (continued)

5. List the evidence you have obtained in recent years about a particular job through discussions you have had with workers in that particular line of work. Your description should include answers to most of the following items:

   a. The need for employment of people for the kind of job you are describing.

   b. The requirements needed to be qualified for such a job, including special skills, special aptitudes, special tests or licensing, and citizenship requirements.

   c. The possibilities of on-the-job training connected with such a job.

   d. The possibilities for advancement upon placement with such a job.

   e. The approximate pay that could be expected from such a job.

   f. The demands on time, energy, and health for such a job.

   g. The job satisfaction connected with such a job.

   h. The social acceptance or prestige connected with such a job.

6. Select an occupation from your area of interest. Describe the job setting for that occupation and include such information as the following:

   a. The portion of employees in this occupation who work part-time; full-time.

b. Whether the work performed is usually done by men or women.

c. Whether the demand for work in such an occupation is increasing, decreasing, or remaining stable.

d. The percentage of the work force that is employed in this kind of occupation.

7. List a source for obtaining pamphlets on occupations. Then describe the kind of information that is found in the pamphlet to which you have reference.

8. Select an occupation in your area of interest. Describe the supply and demand for that occupation on a local level; on a national level. Also, give a prediction for the supply and demand of that occupation for the present and immediate future.

9. State the name of a person or position title from a private or public agency on a local, state, or national level whom you have contacted or you could contact about employment information. Tell what kind of information you could secure from this individual.

Pre/posttest (continued)

10. Identify and briefly describe the following terms and state how each would aid you in reaching the objectives for this module.

DOT

American Vocational Association

Bureau of Labor Statistics

Return this test to your instructor.

ASSESSING THE JOB MARKET AND EMPLOYMENT TRENDS

ANSWER KEY

MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1)
   a. the worker who does the job
   b. the person who pays the worker to do the job
   c. government bureaus which issue licenses and regulate employment

2. (L1)
   a. Occupational Outlook Handbook
   b. Dictionary of Occupational Titles
   c. Job Guide for Young Workers
   d. Other possibilities: The Counselor's Guide to Occupational and Other Manpower Information
      Occupational Index
      Career Index
      Career Guidance Index

3. (L1)
   a. Occupational Outlook Handbook
   b. Bureau of Labor Statistics, U. S. Department of Labor
   c. Other possibilities: Dictionary of Occupational Titles
      Career Guide for Demand Occupations

4. (L1)
   a. Employment Development Department, State of California
   b. Chamber of Commerce
   c. Other possibilities: labor unions
      private employment agencies

5. (L2-3) Answer will vary with individuals. A preferred response might be similar to the following.

Through discussions with workers and employment counselors, I have found that there is a demand for persons skilled in taking and

transcribing shorthand. The "job wanted" section of newspapers and the job advertisements from employment agencies consistently indicate a need for persons who can write and transcribe shorthand.

To be successful in this kind of job, a person should be able to take shorthand at a minimum rate of 80 words per minute and even more preferably at a rate of 100-120 words per minute. Such a person should have a good command of the English language so that the dictated material can be transcribed with excellent sentence and paragraph structure, spelling, punctuation, and capitalization. Typing ability of a minimum of 50 words per minute with excellent accuracy is necessary; speeds of 60-70 words per minute are preferred.

Persons with these job skill requirements often work for people who are in management positions and are often in line for administrative management positions themselves. Reliable workers often fulfill many of the responsibilities of the executive when he or she is away or when the employer senses that the worker can handle the responsibility delegated to the worker.

Depending upon whether the person has a high school diploma, an associate of arts degree, or a bachelor's degree, the pay involved could range from $600 to $1,200 a month. Then, depending upon the initiative expressed by the individual, there are possibilities of advancing into positions as an executive secretary or an administrative manager that pay $15,000 to $25,000 annually.

Persons employed in this type of job usually have very pleasant surroundings in which to work with interesting people as fellow employees. Job predictions given by the U. S. Department of Labor for work in the 1980's indicate a steady need and demand for stenographers and secretaries.

6. (L1-2) Answer will vary with individuals, but it should include information on items as they are described in "a-d" of the statement.

7. (L3) Possible answers: Occupational Outlook Service, U. S. Bureau of Labor Statistics
Science Research Associates
B'nai B'rith Vocational Service

(For other answers, see Appendix A, pages 401-402, of Occupational Information (1967) by Robert Hoppock.)

8. (L4) Answer will vary with individuals. However, references from the following will help the instructor to verify the student's answer:

a. Occupational Outlook Handbook

b. California Manpower 1975-80

c. Manpower Report of the President

Pre/Posttest Answer Key (continued)

d. "America's Manpower Needs for the Seventies--Clues to the Tasks Ahead for Vocational Education," by Harold Goldstein in the American Vocational Journal. (April 1971, pp. 18-25)

9. Answer will vary with individuals. A preferred response might be similar to the following:

Urban Jensen, Employment Counselor, Employment Development Department, State of California, Fresno Office.

Information on the following could be obtained from Urban Jensen:

a. Statistics on the numbers of people employed in various jobs in the Fresno area along with the unemployment rates in various occupations.

b. Information on job requirements for various occupations.

c. Information about specific job openings which are available in the Fresno area.

d. Information regarding jobs for which there is the greatest demand in the Fresno area as well as other regions of the West and the nation.

e. "Leads" directing one to other sources of information including both literature and personnel.

10. DOT - Dictionary of Occupational Titles: lists over 20,000 separate occupations alphabetically with a short paragraph describing each job.

American Vocational Association: a professional association organized on a national basis whose purpose is to foster and promote vocational education throughout the nation.

Bureau of Labor Statistics: a bureau in the U. S. Department of Labor; it gathers information on the supply and demand of labor, makes calculated predictions for employment trends, and keeps a close tab on the employment picture of the nation.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education